

THE INFLUENCE OF REHABILITATION PROGRAMS ON INMATE FORMATION

**A CASE STUDY OF LUZIRA PRISONS
(MURCHISON BAY AND WOMEN PRISONS)**

**A postgraduate dissertation submitted in partial fulfillment of the requirements for the
Award of a Degree of Masters of Public Health (MPH) of International Health Sciences**

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DECLARATION

I, Belinda Roanah Kabakoyo declare that this is my original work. It has not been presented to this University before or any other institution of higher learning for any academic award to the best of my knowledge.

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BELINDA ROANAH KABAKOYO

I supervising lecturer of Belinda Roanah Kabakoyo, a student of Masters in Public Health at International Health Sciences University declare that the research proposal entitled: **THE INFLUENCE OF REHABILITATION PROGRAMS ON INMATE FORMATION. A CASE STUDY OF INMATES IN LUZIRA MURCHISON BAY AND WOMEN PRISONS** is duly submitted and approved.

.....

Mr. Ochieng Titus

DEDICATION

To my parents and siblings, the Kisembos, your efforts invested were not in vain.

I dedicate this work to the lady that introduced me to a different perspective of inmates' plight; she got me started on this journey and newly found love for the life of prisoners and their plight despite the deeds, we all deserve a second chance to life and a better life too while serving our time-Ms. Sheila Nabuuma Wavamunno.

To Dr. Nick Wooding for encouraging me to venture outside the box-beyond the norm-fascinated with the Prisons arena, I hope this opens many doors for research in this virgin area especially at IHSU.

The staff at the headquarters, the inmates in Kigo, Luzira and all over Uganda seeing as the plight is the same whichever way we got behind the bars; the place that has since defined our lives and destinies, may this work be the beginning of a new dawn and era.

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OPERATIONAL DEFINITIONS

Formation: denoted a process that was both internal and external beyond the display of gained skills and behavior conditioned to the reward of release. It entailed gaining skill, change in thought patterns and change in behavior. Furthermore, they showed remorse and responsibility for one's actions and the willingness to completely relinquish criminal behavior. It should be noted that formation was either towards reintegration or reoffending, incapacitation increased violence and abusive behavior which created a vicious cycle of criminal behavior and re-incarceration.

Honor Program: denoted an initiative by inmates for inmates during the late 1990's in California with the purpose of reducing violence, crime, racism, drug and substance abuse and chaos in the institutions and mainstream society as a result of poor myopic policies of handling the inmates by staff and fellow inmates.

Inmates/prisoners/offenders: denoted persons incarcerated.

Officials/Staff: This denoted the administrators, instructors and trainers including the inmates in the Institutions that helped in making the different rehabilitation program (s) a reality.

Rehabilitation: denoted the process of re-enabling or making fit again. In this context it meant the process of getting prisoners/inmates to adjust to the institutions and ready to rejoin society through change in behavior; as useful, law-abiding and responsible members of the wider community.

ABSTRACT

The study entitled: “The Influence of Rehabilitation Programs on inmate formation.” was conducted at the Luzira Women’s and Murchison bay Prisons. The general objective of the study was: to establish the influence of rehabilitation program on inmate formation in Luzira Prisons. Specifically, four objectives defined the lines of inquiry: to identify the rehabilitation programs offered to the inmates in Luzira Prisons; to determine the proportion of inmate formation and to establish the relationship between rehabilitation programs inmate formation.

The cross-sectional descriptive design employed a questionnaire, key informant interview guide and observation tools to collect data that was analyzed using STATA package. A homogeneous sample size of 247 convicted respondents enrolled for and attending the programs consented and participated in the study. The study was successful in meeting the study objectives. The key findings were; educational, social, psychological, vocational, honor and theological rehabilitation programs were offered in the prisons. Of the programs offered to the inmates at Luzira prisons some were reported to be more punitive than rehabilitative. The proportion of inmates that underwent formation was 15.38%. There was a statistically significant relationship between the educational, social and vocational rehabilitation programs and an insignificant relationship between the theological and honor rehabilitation programs. The study concluded that inmate rehabilitation and formation was a complex and multi-dimensional process involving various factors. To reduce criminal behavior and improve inmates’ formation, it was necessary to improve quality of rehabilitation programs to meet the needs of the inmates and improve the prison environment. The major recommendations of the study included deliberate inclusion of rehabilitation and the programs as a goal of imprisonment at the policy level and in the constitution of Uganda and deliberate inclusion of the inmates’ choice in the program enrollment procedure. The study suggested imprisonment and disability among other areas for further study.

ACRONYMS

APP:	African Prisons Project
FAL:	Functional Adult Literacy
GOC:	Government of Canada
HOC:	House of Commons
NOMS:	National Offender Management Services
SOC:	State of California
IDPs:	Individual Development Plans
PLE:	Primary Leaving Examinations
POP	Product of Prisons
UCE:	Uganda Certificate of Education
UACE:	Uganda Advanced Certificate of Education
UDHR:	United Nations Declaration for Human Rights
UPS:	Uganda Prisons Service
TPFRPL:	The Pew Forum on Religion & Public Life

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter included the background of the study, statement of the problem and research question. It further explored the general objective, specific objectives and scope of the study. Finally, it consisted of the significance of the study and the conceptual frame work in the respective order.

1.2 Background

Imprisonment was as old as humanity. The first cases of imprisonment were in the ancient times were evidenced in the Bible for example Cain being banished in to the wilderness reflecting the kind of incarceration at the time-exclusion (Genesis, 4:16). However, it evolved over time to confinement to date for example; Daniel being confined in the den of lions, slaves being kept in slave houses till they were shipped off to their final destinations (the Caribbean) to modern times where these slave houses are still being used as confinement areas for the criminals-whether hard core criminals or not.

According to Mauer (2003), the United States of America (USA) witnessed an increase in the jail population represented by the unmatched 30-year rise in the use of incarceration compared to other nations to which it rated at 702 per 100,000 population (5-8 times rate of incarceration) which made it the leading country in use of imprisonment. The rate of incarceration in Russia was at 628 per 100,000, England at 139, Canada at 116, Germany at 91 and France at 85per 100,000 population in comparison to USA. However, the same can be said of African countries and their incarceration trends which have since doubled over the years.

Gendreau & Goggin (1999), mandatory minimum sentencing policies gained extensive and ground popularity especially throughout the United States with principle rationale for mandatory

minimum sentencing being the confidence that length of time in prison acted as a deterrent to future criminal behavior.

They contended that there were different perceptions regarding imprisonment. However, whether prisons were seen as suppressing criminal behavior, "schools of crime" "minimalist/interaction" psychological deep freezes," necessity for effective rehabilitation programs was a prerequisite for reduction of reoffending and criminal behavior.

Rehabilitation programs were designed to restore to good health or useful life through therapy and education, restore to good operational condition or capacity and reinstate the good name and re-establish the former rank privileges of the offenders (Haney, 2001).

Rehabilitation of criminals with various programs depending on the nature of the offender, the type of offence and the institution in question was declared an imperative function of all prisons in 1779 by the British Penitentiary Act alongside imprisonment the central form of punishment within the criminal justice system (Owen, 2010). Rehabilitation programs were aimed at behavior change. There were different rehabilitation programmes offered during incarceration; physical, psychological, social rehabilitation to ease institutional adjustment and vocational training (UPS, 2012). NOMS (2010) suggested that success and hence effectiveness of rehabilitation programs was dependent on whether it actually addressed the three key principles; risk, need and responsivity principles that reflected their evidence-based characteristic which played a great role in reduction of criminal behavior. Regarding Uganda's situation, introducing rehabilitation programs through the open door policy went a long way in influencing effective rehabilitation of the inmates (Prisoner Magazine, 2007).

In America, 87% were in favor of rehabilitative services for prisoners, 11% favored a punishment only system and 70% favored rehabilitation services both during incarceration and

after release (Krisberg and Machionna, 2006). Rehabilitation programs tailored to the prisoners' offence were therefore more likely to produce reformed prisoners than those that did away with them and perceived incarceration only as a means of punishment for criminal behavior in the name of reducing it. (John Lowman, 1989)

1.3 Statement of the problem

Ideally, imprisonment of inmates was such that once offenders were in custody, they underwent rehabilitation through the rehabilitation programs offered so that by the end of their sentences, they underwent formation, were reintegrated into communities which consequently led to a reduction in criminal behavior.

However, this presented a gap (an increase in prisoner population and subsequent reoffending even amidst measures to address this problem) between the ideal and reality of imprisonment.

Stigma from the community, age, genetic endowment, homelessness, life style, particular setting and environment in which they lived or may be the programs themselves lacked the aspect of addressing each individual's behavior uniquely therefore causing an increase in the number of inmates than the standard capacity of inmates the institutions-manifested through overcrowding and recidivism-were supposed to handle. It was against such grounds that the researcher intended to carry out the study; in-order to charter courses that could make rehabilitation programs effective enough to achieve their aim-formation of inmates and reduction of criminal behavior. In accordance with this, the study sought to ascertain the influence rehabilitation programs-a measure to reduce criminal behavior by developing skills to enable the offenders live a crime free life-had on the formation of the inmates.

1.4 General objective

To establish the influence of rehabilitation programs on inmate formation in Luzira prisons

1.5 Objectives of the study:

- I. To identify the rehabilitation programs in Luzira Prisons.
- II. To determine the proportion of the cases of inmate formation in Luzira prisons.
- III. To establish the relationship between rehabilitation programs and inmate formation in Luzira prisons.

1.6 Research questions

- a) What prison rehabilitation programs existed in Luzira Prisons?
- b) What was the proportion of inmate formation?
- c) What was the relationship between rehabilitation programs and inmates formation in Luzira Prisons?

1.7 Scope of the study

The study was conducted in Luzira Murchison Bay and Women's Prisons in Kampala; both the male and female prisons. These are the National prisons for both sexes in Uganda and therefore have quite a variety of facilities and programs offered to the inmates. Beside the facilities and programs, they had in custody, inmates with different social and economic backgrounds which limited potential bias. In terms of content, the sample size determination and sampling procedure were explained later (3.6 and 3.7).

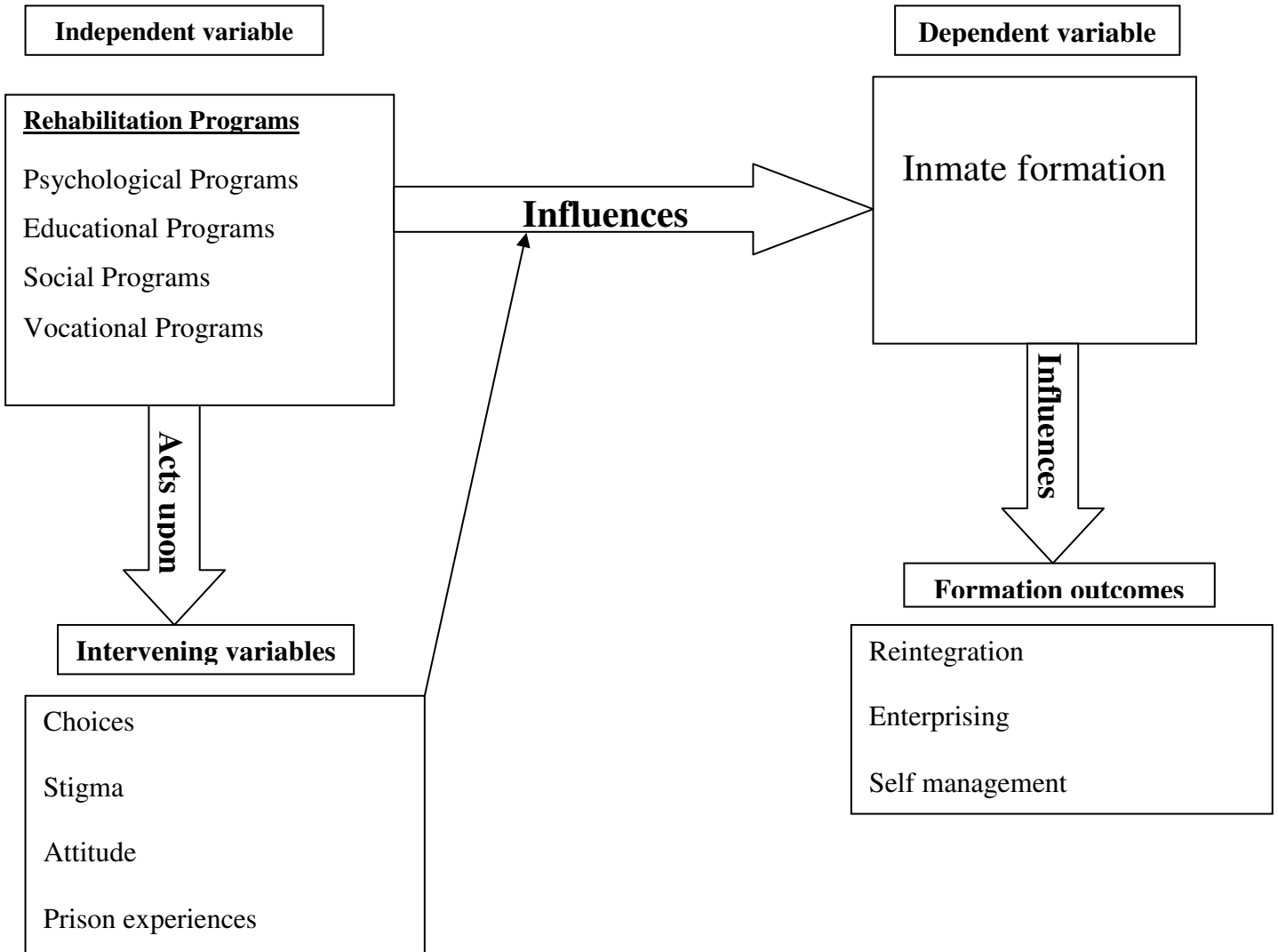
1.8 Significance of the study

Imprisonment affected the wellbeing of the inmates and as a Public Health concern, wellbeing and health of the inmates were principal. Apart from the mental wellbeing of the inmates, physical wellbeing and social wellbeing were of crucial concern if formation was to be sound and productive that is to say, the programs needed to address these aspects of the inmates' lives

so as to yield effective formation of the inmates and thereafter, the institutional adjustment and reintegration of the inmates in to the community with the aim of enabling the inmates cope with life after incarceration and reduction of criminal behavior consequently making them better law abiding citizens. It was imperative that this issue was given utmost attention with urgency otherwise the increase in prison population and rate of reoffending were just a time bomb waiting to explode.

1.9 Conceptual frame work

Figure 1: Conceptual frame work



The independent variable (rehabilitation programs) directly influenced the dependent variable (inmate formation) such that once incarcerated; the inmates were introduced to various programs aimed at behavior change. When the inmates enrolled for the programs, they were expected to undergo formation. The independent variables acted upon the intervening which caused them to indirectly influence (moderating effect) the dependent variable (inmate formation) such that the inmates underwent formation; institutional adjustment, reintegrated or otherwise reoffended.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The chapter sought more insight on the different sections-rehabilitation programs offered, cases of inmate formation after rehabilitation, relationship between rehabilitation programs and inmate formation and the influence of other driving factors on inmate formation.

2.2 Rehabilitation programs offered

In 1779, the British Government passed the Penitentiary Act in favor of rehabilitation of criminals which had it decreed as a function of all prisons amidst the punishment born of imprisonment (Owen, 2010). In light of this, the HOC (2003) contended that The Criminal justice Act (2003) in London comprised of the “*reform and rehabilitation of prisoners*” caption among the statutory purposes of sentencing to ensure rehabilitation of the inmates.

The rehabilitation of inmates was done through programs which ranged from educational and vocational training that developed and enhanced the skills and talents of the inmates to psychological rehabilitation that addressed the emotional and personality problems of the offenders including treatment of addictions such as drug and substance abuser (Owen, 2010).

They were offered by a variety of stakeholders including government, religious organizations and social organizations with an aim of modifying and reforming character and behavior of the inmates and reduction of criminal behavior (Owen, 2010). This was done with consideration in the areas of evaluation of offenders’ individual behavior, needs and risk involved in the treatment of offenders alongside the nature of offenders (high and low risk offenders), nature of crimes and the correctional facility they are in (Owen, 2010) In line with the author, the study sought to identify which programs exist in the Luzira prisons.

Going forward, NOMS (2010) contended that rehabilitation programs based on psychological and behavioral techniques contributed to the formation of inmates were cost effective, produced long term savings both financially and in reduction of crime. The success of rehabilitation treatment was therefore dependent on three principles; risk, needs and responsivity; such that if the program addressed the three areas when an offender enrolled on to a program, it addressed their particular needs as per the evaluation, met the risk nature of the offender (high / low risk, first time offenders or not) and triggered the affirmative response-formation-in the offender which subsequently made the program effective. If programs were not evidence based and dependent on the three principles, they failed to yield the desired aim of inmate rehabilitation.

The programs varied from state to state for example in the United States of America (USA), the correction facilities offer formal education offered by universities as public services to address the educational deficits of the inmates. Sometimes the educated inmates teach other inmates and this enables them achieve various academic awards for completion of different stages including secondary education (80%) high school diplomas (46%) and college degrees to enable them increase their employability opportunities as inmates compared to 82% counterparts aged 18-34 years of age (Berge, 2008). Vocational training is also offered in the US correction facilities with the aim of providing transferable and recognized skills in order to increase prospects of employment on release. In California, substance abuse treatment services are offered for example at Folsom prison (SOC, 2010). Transcendental meditation programs offered enabled the inmates to search and get in touch with themselves and get to know more of whom they were, helped in developing their psychological functioning (Deboerk, 2010). In Senegal during the 1980's, reoffending dropped to less than 31% from 90% as a result of this rehabilitation program

(Deboerk, 2010). Other programs included conjugal rights, the honor program, recreational and sports programs.

In India, a variety of programs were offered including participative management programs, yoga meditation and creative art therapy; psychotherapeutic in nature enabled the inmates reflect on life, parole and to deal with pent up anger and emotions in order to realize self and make sound choices on improving one's behavior. South Africa offered the inmates the Stress Management and Rehabilitation Training (SMART) program which registered tremendous improvement in the health and behavior of inmates benefiting 7000 inmates in which 75.6% reported improved anger management, 85.4% reported improved sleep patterns, 68.3% reported reduced sadness and depression and 2% with no change reported (The Art of Living, 2012).

Going forward, Functional Adult literacy and Library service in which book clubs operated and access to library literature for both inmates and wardens not only improved reading, writing and comprehension skills but also kept the inmates occupied putting to good use their time according to APP (2009) are offered in Uganda. Other programs included formal education, vocational training (carpentry, cookery, basket weaving, metal work and welding, construction), Inmate-Community contacts where each inmate was allowed to receive visitors with in schedule depending on the charges, Counseling and guidance especially correctional counseling to address their psychological and emotional health (UPS, 2012). Rehabilitative sports and games and Music, dance and drama enabled the inmates expend their energy, develop talents and also improve their social skills through improved physical health and management of emotions (UPS, 2012). Access to justice is another program offered such that inmates receive an opportunity to appeal to court and attend the necessary hearings as scheduled (UPS, 2012) and the religious programs to heal their souls from a dark past and influence a rather positive perspective and hope

for a brighter future (MAC, 2005). Although Finan (1997) contended that a few inmates benefited from rehabilitation she stated that some did not and suggested that rehabilitation programs be recommended for first time offenders while the hard core, high risk, self professed crime professionals remained in custody seeing as rehabilitation was of no use to them. In line with this review, the study sought to identify the available rehabilitation programs.

2.3 Determining the proportion of inmate formation

As a result of the rehabilitation programs mentioned above, rehabilitation was attained when the inmates only changed their behavior with intent to avoid punishment and eventually got released without necessarily being remorseful for the action(s) for which they were incarcerated or from internal motivation to change their behavior. Formation on the other hand, sprouted from the inside of the inmates with changed thought patterns that informed their motivation to change behavior as a result of realizing their fault and taking responsibility for their actions. Formation was evidenced through reintegration-enterprising disposition and self management (UNAFRI, 1994). In light of the above, the study sought to determine the proportion of inmate formation.

Visher et al (2010) confirmed that some inmates became enterprising and found employment using the skills they attained from the rehabilitation programs attended. In Uganda, UNAFRI (1994) evidenced such outcomes among some former inmates through follow-up activities by the social workers for example one inmate who later became a tailor providing uniforms for a school his friend had attached him to. Self management resulted into reduced likelihood of substance use and abuse even in the absence of supervision thereby influencing inmate formation. This was reflected in the self motivated participation in drug treatment and strengthened by the social support immediately offered to the inmates even during the parole period. This could also have resulted from the rehabilitation programs such as GED, Vocational skills training that opened

doors for different opportunities for the inmates thereby causing them to spend more time working and being made to feel useful to society and their families; an aspect of being enterprising that resulted in formation of the inmates (Visher et al, 2010).

However, Visher et al (2010) also contended that inmates who did not undergo formation reoffended as they observed that 17% were rearrested with 27% convicted on substance use charges within a span of 7-12 months.

Going forward, some inmates normally tended to believe that they were all they had in this world due to the fact that the society ostracized them, some were disowned by family and their property was sold off to benefit others (family members or strangers) which depressed them and at the extreme, incapacitated them. They became mentally disoriented from the emotional distress therein for example the lady from Luzira Female Prison that received disheartening news that her land was sold and she was no longer recognized as a member of that village after only two years of imprisonment. This kind of treatment (lack of support) from society normally triggered behavior that not only led to reoffending thereby increasing the number of rearrests within the first 12 months of release but also caused the inmates to prefer jail as home since it became the better option (UNAFRI, 1994). The inmates became so desperate they berated themselves and this increased likelihood of suicidal tendencies, violence which caused a relapse into the violence and crime livelihood for survival as reflected in the substance abuse rates and involvement in gangs. Such traumatic effects were further accelerated by the resultant stigma from society, failed sustainability of contact with the outside world due to poor criminal Justice and penal systems such as poor communication systems between the society and the inmates, staff and inmates and poor treatment of inmates and their relatives by staff. In accordance with the scholar, the study sought to determine the proportion of inmate formation.

2.4 Establishing the relationship between rehabilitation programs and inmate formation

Addressing incarceration and its challenges was imperative of all stakeholders-society, inmates, criminal judicial, political, and legal systems, families and Community groups-to develop services that will reform criminals through the rehabilitation programs. Most countries had the penal code providing for the rehabilitation programs and these were wide ranging from educational programs to psychological programs (Ferguson & Aretha, 2005). The cutting line was the programs offered and whether they effectively addressed the needs of the inmates in accordance with NOMS(2010) that stated that these programs effected formation depending on the need, risk (high or low risk offenders)-what Ferguson & Aretha (2005) called nonviolent and violent offenders-and responsivity. These programs coupled with other intervening factors such as the behavior of the staff, inmate attitudes, inmate experiences and stigma from members of society subsequently influenced the formation of the inmates which relationship, the study sought to establish below.

2.4.1 Social rehabilitation Programs and inmate Formation

Social rehabilitation being a process and as such, programs that addressed social aspects was to be done progressively. These rehabilitation programs included but were not limited to Victim-Offender Mediation, Sports programs, Visits inmates were allowed to have during their sentence, conjugal rights and societal participation. It was dependent on the advantageous prerequisites that included the preparation of legal instruments from which to draw support and evidence, involvement of different social factors and actors, inmates inclusive for example demographic factors, resources, Human resources for health , social workers, finances (UNAFRI, 1994,).

These rehabilitation programs aimed at enabling institutional adjustment (UNAFRI, 1994). It entailed education especially in the legal affairs, criminal justice system and involvement of community in the prevention of crime (UNAFRI, 1994). The extent to which the community involved itself in the rehabilitation and adjustment of inmates determined the attitudes displayed by the inmates reflecting complete behavior change such as hard work, determination, patience and less violent /aggressive disposition. Negative attitudes including antisocial attitudes were developed through inmate affiliation with gangs that did not hold the same values and attitudes with rehabilitation. In light of this, the researcher therefore sought to understand the intrinsic factors therein social programs that influenced forming the inmates.

2.4.1 Legal rehabilitation programs

Access to justice and inmate formation

As a result of early contact with the outside world, inmates benefited from already existing legal provisions and by knowing their rights, they tended to push for their cases which informed the course of formation. As a result, contact with lawyers on pro bono cases, social workers and other civil society groups working with the inmate enlightened them on the legal aspects of their cases such as reduction of the term to be served, parole, review of sentence thereby influencing their formation. However, those that could not access outside social links formed too (UNAFRI, 1994) and depending on the attitude and behavior of the staff and attitude of the inmates at the time, the four walls that surrounded the institution-normally symbolic of an unnatural social environment for the prisoner-were either perceived as a barrier between the life as an inmate and on parole or an opportunity. if the social link between the inmates and mainstream society was absent, it increased likelihood for negative attitudes such as antisocial attitudes which affected the formation of inmates towards engaging in a life of crime and violence or positive attitudes

that grew the hopes of the inmates for a better future coupled with the skills attained consequently influencing their formation (UNAFRI, 1994).

However, the community also needed to have an adjustment in attitude towards the offenders to sustain their institutional adjustment otherwise the stigma therein and lack of social support system experienced by the offender alongside their attitude at the time, may well be a trigger for relapse (UNAFRI, 1994). In line with the above the study sought to understand the role played by access to justice and its influence on formation of the inmates.

2.4.2 Faith based and Religious programs and inmate formation

Religion defined one's perspective of life, self-worth, purpose, ethical values and choices we made as individuals. Its strong association with loss enabled the inmates to adjust once they dealt with the loss-loss that came with incarceration for example losing freedom to do what they desired to do, separation from family for many years-thus influencing reconciliation with oneself and the offended and eventual formation (GOC, 2012).

According to the UNDHR (1948) article 13, all people have a right to any religion they so choose, it provides for this absolute right to be respected as long as the practices did not affect the livelihood of others in community or infringe on others' rights. Faith Based programs such as Bible study, Theological studies and other religious activities (prison seminars, life plan seminars) had potential to affect inmates' behavior within the prisons and beyond subsequently influence formation of the inmates that took part in the respective Faith based / Religious programs (MAC, 2005).

The rehabilitation programs therein, entailed teaching the diverse religious beliefs to the respective inmates. In some countries for example the Arab countries, the doctrine depended on the country's major religion-Islam. However, other prisons in other countries accepted a vast

array of religions like Christianity, Buddhism and Judaism including Islam to accommodate inmates' personal religious beliefs so as to motivate the inmates towards behavior change thus influencing their institutional adjustment and eventual formation (Frater, 2007). According to TPFRL (2010), 73% chaplains believed it was imperative to have religious programs for successful rehabilitation and formation of inmates through fellowship, mentorship and practical support which sustained their stay within the community (GOC, 2012) thereby influencing formation of the inmates. Reid (2012) affirmed that inmates' soul searching, behavior change, motivation attitude and hope increased as a result of spiritual guidance through regular congregational meetings, ceremonies led by the clergy and sometimes the inmates themselves who eventually took on jobs as pastors, priests or assistants to the clergy.

Johnson et al (1997) contended that before arrest and incarceration, incase religion played an important role in the inmates' life, this background information influenced their adjustment while in jail and if coupled with commitment, influenced their formation. Furthermore, they stated that through the fellowship programs, the inmates were less likely to relapse. Depending on the activities; Bible / Qur'an study, church weekly or daily attendance, those that were involved in what they termed as Prison Fellowship were less likely to recidivate unlike their counter parts that were completely not participating in such programs (Johnson et al, 1997).

However, they also noted that among the inmates participating in the fellowship, the likelihood of a relapse was possible which eventually influenced formation of the inmates. The inmates that participated in the programs tended to take responsibility and accountability for their actions which enabled them to critically think and manage their emotions, adjust to institutional life thereby relinquishing troublesome behavior. Commitment, practice, attitude and beliefs resulting from religion did influence inmates' formation (Johnson et al, 1997). In lieu of the evidence by

the scholars above, the study set out to understand the dynamics played by religion in the formation of the inmates in the respective Luzira prisons.

2.4.3 Meditation and inmate formation

Meditation programs included yoga, transcendental activities like silence, self contemplation and other meditation exercises introduced to the inmates with intent to help them reflect on life and make informed choices to change their approach to life by searching their souls, getting to know who they are, why they do the things they do and commit to change their behavior for better thereby influencing institutional adjustment and formation of the inmates. The end result was learning to critically think, raising consciousness of their actions and situations and better conflict and problem resolution skills other than crime and violence that contributed to their rehabilitation and formation (Tihar, 1999).

Leeper (2005) contended that in India meditation was used on a large scale; vipassana transcendental meditation in particular impacted greatly on the inmates in ten days rehabilitating them and enabling them develop a better perspective of life and the world at large, their role in community and what was expected of them as they played their role as individuals in mainstream society. Contemplative activities religious or secular included prayer were offered to inmates and staff with intent to aid stress relief, self awareness and management of emotions to effect proper relationships with others in society. They were as old as meditation itself and were used with success in many countries such as America. These assisted in cleansing the thought processes of the inmates, improving discipline , healing-from the problems and challenges that defined their current situations for example absentee parents-of the mind and souls of the inmates which paved way for other programs to influence and rehabilitate them eventually influencing their formation.

These programs, when integrated with other rehabilitation programs such as religious and education programs, rehabilitated and reformed the inmates thereby reducing recidivism rates (Frater, 2007). In Senegal, during the 1980's reoffending dropped from 90% to less than 3% through transcendental activities that developed psychological functioning of inmates (Deboerk, 2010). This in line with the study sought to understand the relationship between the rehabilitation programs and inmate formation.

2.4.4 Psychological rehabilitation programs and inmate formation

Psychotherapeutic in nature they included counseling therapy, play and art therapy, lifeline programs and substance abuse therapy integrated with basic mental health services were offered by the psychologists and psychiatrists in these institutions. These programs imparted morality among inmates which changed their approach to life, helped resolve issues such as aggression and substance abuse and grow a desire to improve both holistically (Benson, 2008). This helped them to express channel and ventilate their emotions such as hope, hopelessness, aggression and anger, control and manage their emotions (Tihar, 1999).

According to the MAC (2005), counseling was necessary for the inmates and was to be integrated in all activities and services offered to the inmates as the counselors had an understanding of the behavior of inmates and offered therapy to provide hope for a better life as inmates. In line with the scholars, the study sought to understand the importance attached to psychological programs in relation to the formation of inmates.

2.4.5 Education rehabilitation and inmate formation

Correctional programs especially education, dated back since 1789 in Philadelphia's Walnut Street Jail. The programs operated on the principle that it was possible to correct attitudes, ideas and behavior and provided the inmates with an opportunity to develop problem-solving and

decision-making skills they could use within the prison industry and in employment after their release (Hendricks et al, 2012). Education rehabilitation was either formal or informal and involved adult education and literacy (GED) and vocational training. These allowed the inmates to attain certificates, diplomas or degrees or develop a vocation; some courses at the universities and other institutions of learning were available for Example University and colleges in California (SOC, 2010).

In Uganda, according to the UPS (2011) PLE, UCE, UACE certificate programs were offered alongside vocational programs such as carpentry. Once these education programs were integrated with other programs such as psychological rehabilitation, meditation, hope for a better life resulted which influenced healing, change in attitude and behavior towards crime thus formation of inmates which shaped their future within the institution and beyond (MAC, 2005). In line with the study, the researcher intended to ascertain the extent to which the education programs and skills therein motivated behavior change and consequently reduction in crime rates by forming the inmates.

Vocational training programs enhanced and improved handy skills including cooking, computer repairs, and creating recycled crafts enabled the inmates to spend their time profitably within the institution (Frater, 2007). Frater (2007) reported that education programs successfully reduced recidivism such that the more they were successfully completed for every six months of confinement, the more likely the recidivism rate was to increase. However, he recognized that rehabilitated inmates either became better educated criminals or completely reform and live a crime free life thereby influencing their formation.

These programs offered the inmates an opportunity to gain employability through structured workday in the prison (PI-Prison Industry), develop ability to positively build team skills which

eventually enabled them to cope socially and adjust both in the facilities and in society. Tihar (1999) asserted in agreement that the programs which incorporated adjustment in the institution and sustainability of inmates' behavior change in mainstream society through development of different skills were less myopic as they enabled the inmates get employment for example pen manufacturing skills, book binding, screen printing, tailoring, shoe making and Bachelor of Art/Commerce for monetary gain and self employment, Certificates in Human Rights in India, auto-mechanics, building maintenance and Masonry in USA (SOC, 2010) in Uganda; computer literacy, carpentry and joinery, steel fabrication and welding (UPS, 2012). In Uganda, NGOs such as APP were involved in literacy programs for example in the Luzira women's prison including use of library, reading and comprehension (APP, 2009).

The programs training specifically education were not only done by the trained staff or hired professionals but by the inmates themselves as was the case with the Honor program which ensured growth of leadership skills through mentoring and helping add value to community and feel useful in life by making others better which eventually influenced the inmates' formation (Hartman, 2007).

2.4.6 Honor program and inmate formation

An initiative by inmates for inmates during the late 1990's in California with the purpose of reducing violence, crime, racism, drug and substance abuse and chaos in the institutions and mainstream society as a result of poor myopic policies of handling the inmates by staff and fellow inmates (Hartman, 2007). The rationale of the Honor Program was to provide an atmosphere of safety, respect and cooperation so that prisoners could serve their sentences and work on particular self-improvement and rehabilitative areas which were of advantage to the inmate and community.

Based on four principles namely; positive reinforcement, personal accountability, raised expectations and experience to inform the program, interested inmates applied to enroll for the program; showed commitment to abstain from the vices aforementioned including involvement in gangs with IDPs self created to motivate the inmates to adhere to the goals they set to achieve in their quest for behavior change; individual growth and transformation (Frater, 2007). It constituted various programs and activities initiated and led by the inmates for example Artists Serving Humanity program (ASH) in which the inmates created art pieces that were auctioned and proceeds donated to the local community and charities with 10% is retained for the purchase of the materials needed to sustain the activities (Hartman, 2007). It gave the inmates the opportunity to learn and mentor others and use their time in jail profitably for example 50 prisoners are noted to have participated in this program while training and mentoring 75 others (Hartman, 2007). The inmates learnt to become more compassionate and thoughtful of others through the altered activities that benefited everyone else including their population as a result of acceptance, cooperation and mutual respect, enhanced awareness of their behavior and its effects on the victims of their actions, increased responsibility and logical perspective towards their acts thereby improving reconciliation which impacted on the formation of inmates. In line with this scholar, the researcher set out to understand how this program influenced inmate formation.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

Chapter three presented the study design, indicated sources of data, described the study population and outlined the selection criteria, sample size calculation, sampling procedure and the study variables. The chapter summarized data collection techniques, data collection tools, data management and analysis, quality control, ethical considerations and limitations of the study.

3.2 Study design

A cross-sectional descriptive (case study of Murchison Bay and Luzira Women's Prisons) design was applied. A sample of respondents-both inmates and officials-was selected. Justification for choice of design was linked to the replicability of the results across other prisons and the design supported, measured exposure to rehabilitation programs and their effected formation of inmates. The measurement of exposure (to rehabilitation programs) and effect (formation of inmates) were simultaneous. Qualitative and quantitative data was collected.

3.3 Source of data

There were primary and secondary sources of data. The primary sources of data were drawn from inmates' responses. The respondents were homogeneous; they had been convicted and attending the rehabilitation programs. The inmates were both female and male in the Luzira Prisons (Murchison Bay and Women Prisons). Key informants such as the Officers in Charge, wardens, instructors and inmate leaders responded.

3.4 Study population

The homogeneous study population constituted of inmates (female and male) convicted and attending the rehabilitation programs with sentences longer than 6 months in Luzira Prisons. By the sixth month, the respondents had enrolled for the rehabilitation programs, were in position to evaluate the programs and inform the assessment of their formation as a consequence of the rehabilitation program.

3.5 Selection criteria:

Inclusion: Selection of the inmate respondents included those convicted and charged. All study respondents were resident inmates of the respective Murchison Bay and Women's Luzira prisons and spent more than 6 months as inmates. Key informants interviewed were stationed at the respective Prisons and headed the different programs-inmate leaders, uniformed staff and civilian staff alike. They voluntarily consented to participate in the study.

Exclusion: Inmates whose time was less than six months or those on remand and committals. Informed consent to participate in the study applied for both inmate respondents and key informants.

3.6 Sample size calculation

The Kish and Leslie formula (1965) was used in the calculation of the sample size (n) of the respondents.

$$N = \frac{Z^2 * P(1-P)}{d^2}$$

N= the required sample size

Z=the standard Normal Value Corresponding to 95% confidence

P= the expected prevalence of rehabilitation among the inmates (50% was used because the actual value among the study group was not known)

d=the desired precision of the estimate which is 5% (at 95% CI)

$$N = \frac{1.96^2 * 0.5 * 0.5}{0.05^2} = 384 \text{ respondents.}$$

3.7 Sampling procedures

Simple random sampling was used to obtain the inmates' sample because it was not possible to access the inmates at a given time.

Purposive sampling was employed while interviewing the key informants and other documented records accessed from the prison's website were used to access necessary information because they provided information necessary to sustain the study especially with offsetting potential bias from the inmates' responses and providing data which the inmates might not have had or known.

3.8 Study variables

The independent variable was the rehabilitation programs which included the educational programs (PLE, UCE, UACE, FAL, and book club), social programs (sports, visitations, music, dance and drama), vocational programs (carpentry, metal works and tailoring), and psychological programs (counseling, meditation).

The dependent variable was inmate formation and the indicators/outcomes therein included self management and reintegration.

Intervening variables: prisoner experiences, behavior of the staff, choice and attitudes of the inmates towards the rehabilitation programs) directly influenced the independent variable and dependent variables contributing to the inmate formation.

The relationship and interaction among the independent, dependent and intervening variables has been shown in the conceptual framework (see 1.19).

3.9 Data collection techniques

The study employed the questionnaires technique because it was suitable for both literate and illiterate respondents and permitted clarification of questions for the respondents. The study also applied non participatory observation technique and use of available written information because they offer additional information which allows for offsetting bias from the responses. The information was used because it provided an opportunity to examine trends of inmate formation and provided inexpensive data that supplemented the primary data collected.

3.10 Data collection tools

At least three research tools were used to collect the required data; that is self administered questionnaire (SAQs), key informant interviews (KIIs), and observation checklists. The inmates were asked to answer a self administered questionnaire, key informants who included inmate leaders responded to a key informants' interview and an observation was used to note what the environment in which the inmates attended the rehabilitation programs was like among others.

3.10.1 Self administered questionnaire

The self administered questionnaire comprised of the main research technique. Justification for the questionnaire was that it enabled the collection of relevant data within a short period of time. The questionnaires used required structured, semi-structured and unstructured responses from the inmates.

The questionnaire had four parts:

- Part one included items designed to obtain the socio-demographic information of the inmates

- Part two contained items aimed at obtaining data about the rehabilitation programs offered in Luzira prisons.

- Part three had items designed to obtain data on the proportion of inmate formation

3.10.2 Key informant's interview guide

A key informant interview guide was used to collect data from key informants within the respective prisons. They included officers in charge, inmate leaders, corporals and welfare officers. The interview guide focused on rehabilitation programs the inmates were offered exposed to students and how they influenced inmate behavior. The interview guide was flexible which enabled the respondents to freely express their own view and perception.

3.10.3 Observation (Non-participatory)

The researcher also had to observe the rehabilitation programs available in the prisons like educational, vocational and social programs among others. Where possible, some of the rehabilitation programs were attended by the researcher. During this observation exercise, the researcher noted a few critical issues about the programs.

3.11 Data management, analysis and presentation

Data was collected, edited, coded and classified. Each item on the interview guide was coded and entered into the computer using Ms. Access and exported to Ms. Excel which was later exported to STATA for analysis. Pearson product moment (r) for bivariates and correlation were used to establish the significant relationship between the independent (rehabilitation programs) and dependent (inmate formation) variables. Histograms, frequency distributions, pie charts and bar graphs were used for presentation of data which enabled interpretation of the same.

3.12 Quality control

The questionnaires were numbered so as to minimize paper loss and disorganization of the questionnaires.

To ensure validity of the questionnaire and interview guide items, the questionnaires were given to the supervisor, research experts and some fellow students who were asked to comment on the clarity of the questions. In addition, they were asked to comment on the question's ability to gather the information required for the set objectives. Their comments were incorporated in the final questionnaire. Research assistants were trained in data collection methods to avert the possibility of data collection errors. Crosschecking with the researcher's supervisor and data analyst were done to ensure clarity, ability to gather information in lieu of the set objectives and capacity to be replicated and the necessary adjustments were made. The observations and necessary amendments were incorporated in the final instruments. Furthermore, validity was also ensured during the analysis stage by controlling for the confounding and intervening variables

Pretesting of the instruments was done among the inmates and staff of Kigo Prison in Entebbe to ensure that they collected the data they were meant to collect. However, due to the fact that it is a highly sensitive institution and nature of work therein, only 5 (five) officials responded the key informants' interview guide and 2 (two) inmates responded to the inmates' interview guide. The inmates were able to answer the questions with ease which implied that data required would be collected. The cases of unclear questions were rather minimal.

Reliability was ensured through pre-testing the instruments in order to make certain replicability and accuracy of the results.

3.13 Plan for dissemination of findings

The findings of the study were presented to the institute of Health Policy and Management of International Health Sciences University, the Prisons that provided the respondents-both Kigo Prison in Entebbe and Luzira Prisons (Upper Male and Female Prisons) and the Prisons Headquarters. The researcher intended to publish an abstract of the study with a prisons journal.

3.14 Ethical considerations

After construction of the questionnaire, a letter of introduction was obtained from the Institute of Health Policy and Management; International Health Sciences University to present to the Public Relations Office, Uganda Prison Services so as to obtain consent to interview inmates.

Informed consent was ensured by explaining and asking the respondents to sign the consent form. The respondents were further informed of the purpose of the study as an indicator of the ethical code by which the researcher would carry out the proposed research. It followed that only the respondents who did not display a willingness to be interviewed would be foregone, decision respected and only those willing would be interviewed

Non discriminatory ethical code of conduct by the United Nations especially based on gender, age and religious affiliation was ensured through interviewing both female and male inmates and randomly selecting the respondents irrespective of the above mentioned aspects.

Non bias and ethnographic detachment of the ethical code were guaranteed by interviewing respondents irrespective of age, ethnicity, literacy, level and nationality.

Privacy and confidentiality were ensured especially in cases where the information to be shared was intimate and only shared at the discretion of the inmates. The respondents were given assurance of the provision of this vital ethical issue and promised that their responses were not to be shared with the officials at any one point in time. Privacy was also ensured by giving the

respondents materials such as pens to individually complete the tools especially where clarity, translation and interpretation were sought.

Finally, the researcher refrained from unethical /deliberate concealing and tampering of data collected.

3.15 Limitations

The study location being Luzira in the urban area might yield results whose generalization across other prisons especially in the rural areas might be compromised since it might not apply to the rural prisons therein affecting the results.

Respondents may be in solitary confinement or out to hospital for medical checks or taken to court for hearing at the time of the interview and that might influence the outcomes of the study.

The study was unable to contribute to shifts in National Prison policy because it is conducted in one prison irrespective of the fact that it holds inmates from across the Country.

The fact that it was a government sensitive area/aspect, the information got may not necessarily be objective.

Participant recall bias was a limitation considering the different activities that must be adhered to in the prisons such as the call time which affected the results and infringed on the replicability and generalization of the results.

The nature of the study area being highly securitized affected the results subsequently as the respondents held in confidentiality certain information.

Due to the nature of the study area, generalizations were applied to the results obtained since respondents were reluctant and adamant to respond to the interview guide.

CHAPTER FOUR: RESULTS

4.0 Introduction

This chapter presented the results of the study and their interpretation. The results were presented in tables, bar graphs and pie charts. The chapter started with the presentation of the socio-demographic data of the respondents and then presented and interpreted results in accordance with the study objectives.

4.1 Socio demographic data of respondents

The study set out to interview 384 respondents however; only 247 respondents were interviewed. Data was collected from a sample size of 247 inmate respondents. This accounted for a non-response rate of 35.7% and subsequently, a response rate of 64.3%.

49.8% of the respondents were female and 50.2% were males.

These characteristics comprised of age, gender, level of education, religious affiliation, occupation before imprisonment and income earned before imprisonment.

Table 1: Age of inmate respondents

Variable	N	%
Age		
18-27	63	25.6
28-37	97	39.4
38-47	42	17.1
48-57	30	12.2
58+	14	5.7
Total	246	100

The respondents' age ranged from 18 to 67 years. According to the results, the highest proportion of respondents, 39.4 % (97/247) were aged between 28-37 years. 25.6% (63/247) were aged 18-27 years, 17.1% (42/247) accounted for respondents whose age ranged between

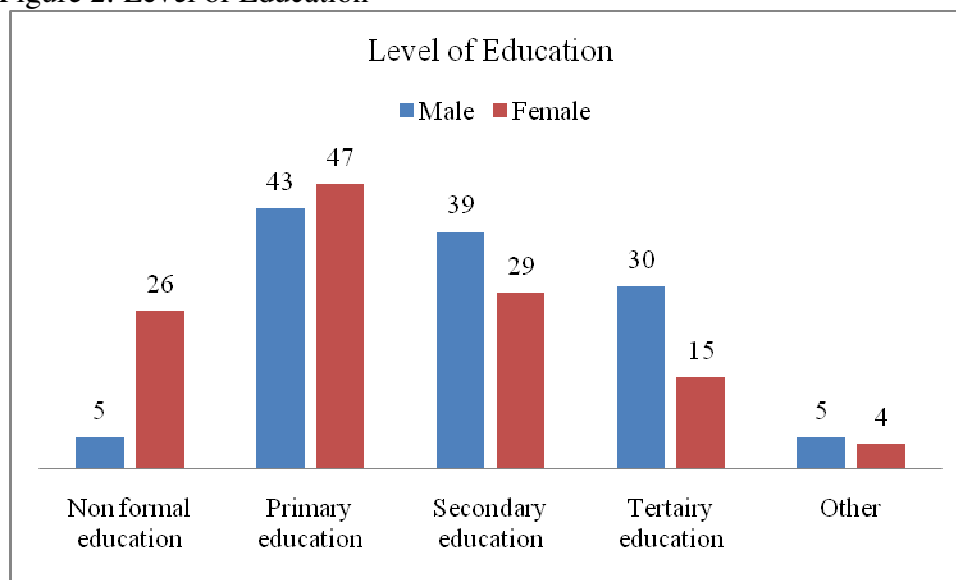
38-47years. 12.2% (30/247) respondents were aged between 48-57 years and only 5.7% (14/247) of the respondents were aged between 58-67years. This implied that majority of the respondents, 39.4% (97/247) met the criteria for placement on the different rehabilitation programs in the prisons compared to the minority of the respondents, 5.7% (14/247).

Table 2: Gender of inmate respondents

Variable	N	%
Gender		
Male	123	50.2%
Female	122	49.8%
Total	245	100

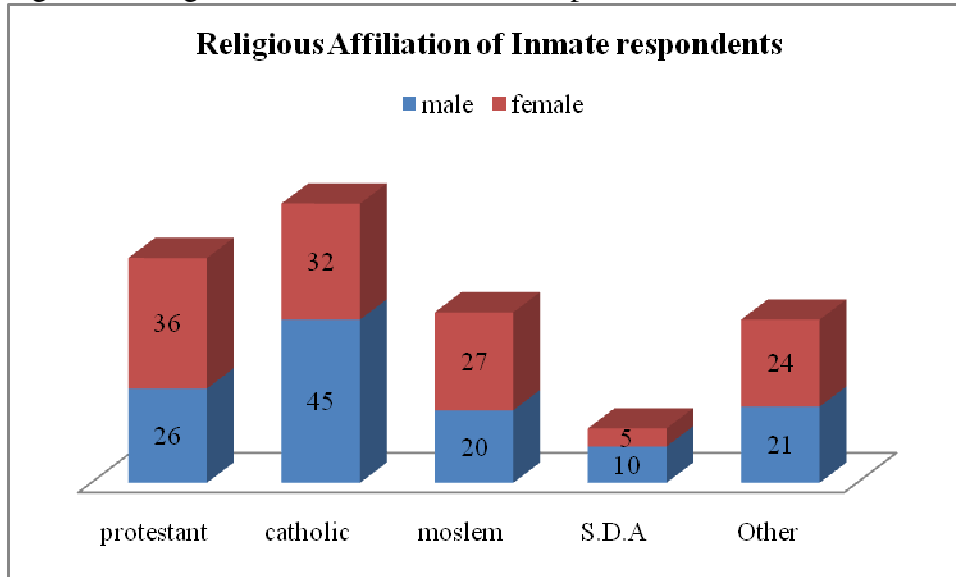
In regard to gender, 50.2 % (123/245) of the respondents were male and 49.8% (122/245) were female.

Figure 2: Level of Education



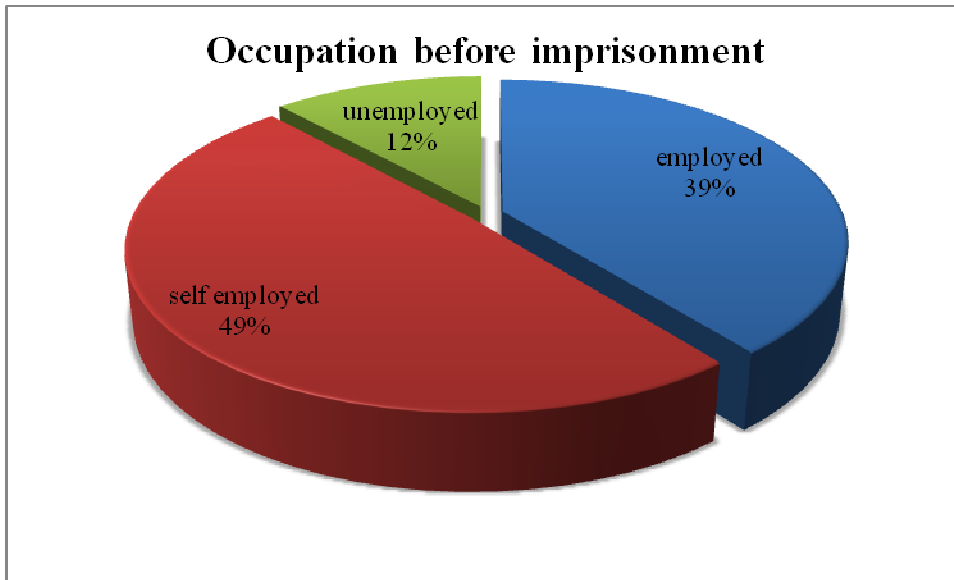
37.0% (90/243) had attained primary school level, 3.7% (9/243) had attained other higher education level. Non Formal education accounted for 12.8% (31/243).

Figure 3: Religious Affiliation of inmate respondents



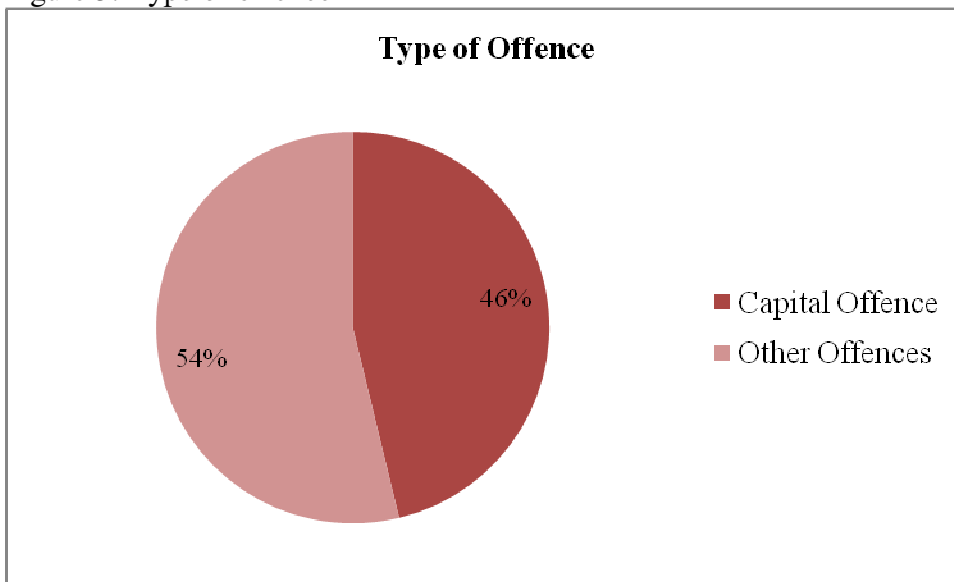
By respondents faith, Catholics accounted for a higher proportion of the respondents, 31.3% (77/246) compared to the Protestants 25.2 % (62/246), Moslems 19.1% (47/246) and Seventh Day Adventists 6.1 % (15/246) respectively. 18.3% (45/246) of the respondents were affiliated to other religions. This implied that the prison rehabilitation programs were all inclusive.

Figure 4: Occupation of inmates before imprisonment



49.0% (121/247) of the respondents had been self employed before imprisonment.

Figure 5: Type of offence



46.2% (111/240) respondents had been convicted of capital offences that included treason & murder. 53.8% (129/240) had been convicted of offences including assault, theft, and fraud.

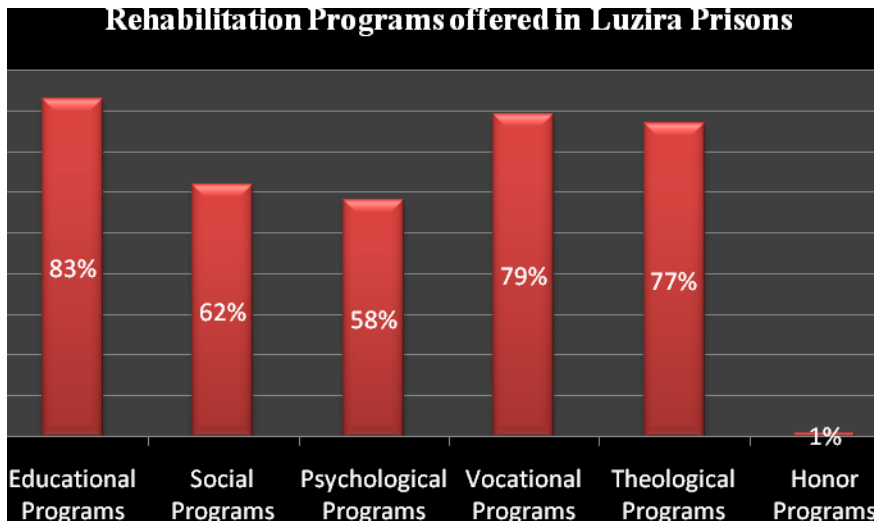
Table 3: Income earned before imprisonment

Variable	N	%
Income earned per month before imprisonment		
<200,000/=	137	59.8%
201,000/= - 650,000/=	58	25.3%
>651,000/=	34	14.8%
Total	229	100

59.8% (137/229) earned less than 200,000 Uganda shillings per month prior to imprisonment.

4.2 Identifying the rehabilitation programs in Luzira Prison

Figure 6: Rehabilitation programs offered in Luzira Prisons

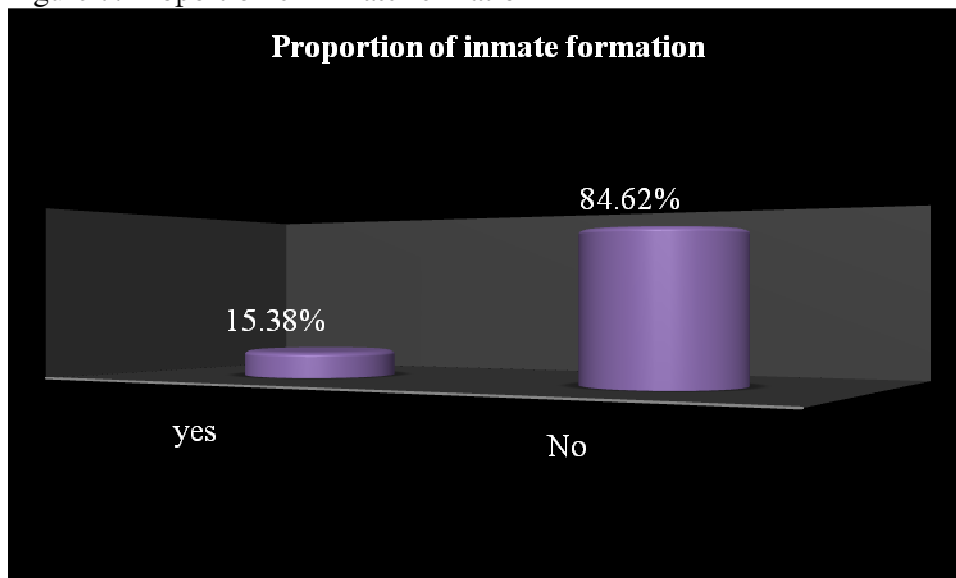


With respect to objective one, to identify the rehabilitation programs offered in Luzira Prisons, the results revealed that a proportion, 83.00% (205/247) of the respondents indicated that Education programs such as book club were offered. 76.92% (190/247) responded that Theological/ Religious programs based on the respective religions were offered and 78.54%

(194/247) agreed that the Vocational programs which included soap making, carpentry and metal joinery were offered. 62.35% (154/247) identified the provision of Social programs (Music Dance and Drama, Re-entry, societal inclusion-visits). 57.89% (143/247) recognized the provision of Psychological programs (counseling) and honor programs 1.21% (3/247) as presented in the figure below. Overall, the respondents identified the rehabilitation programs offered at the Luzira prisons in attainment of the objective.

4.2 Determining the proportion of cases of inmate formation.

Figure 7: Proportion of Inmate formation



With respect to objective two, formation constituted gaining skills, change in thought pattern and change in behavior which were ranked, scored, factored and a decisive cut off point of 50 was reached making it categorical on this ground. The figure above presented the proportions of inmate formation. The results revealed that only 15.38% (38/247)-with a confidence interval of 95%-of the inmate respondents underwent formation and a staggering, 84.62% (209/247) had not undergone formation.

4.3 Establishing the relationship between the rehabilitation programs and inmate formation

Table 4: Relationship between rehabilitation programs and inmate formation

Variable	N (%)	Formation		χ^2	p-value
		Yes (%)	No (%)		
Education Programs					
Yes	205(83.00)	36(94.74)	169 (80.86)	4.3866	<0.036
No	42(17.00)	2(5.26)	40(19.14)		
Social programs					
Yes	154(62.35)	32(84.21)	122(58.37)	9.1436	<0.002
No	93(37.65)	6(15.79)	87(41.63)		
Psychological programs					
Yes	143(57.89)	32(84.21)	111(53.11)	12.7583	<0.000
No	104(42.11)	6(15.79)	98(46.89)		
Vocational programs					
Yes	194(78.54)	36(94.74)	158(75.60)	6.9884	<0.008
No	53(21.46)	2(5.26)	51(24.40)		
Theological programs					
Yes	190(76.92)	33(86.84)	157(75.12)	2.4891	>0.115
No	57(23.08)	5(13.16)	52(24.88)		
Honor programs					
Yes	3(1.21)	0(0.00)	3(1.44)	0.5522	>0.457
No	244(98.79)	38(100.00)	206(98.56)		

Objective three set out to establish the relationship between the rehabilitation programs and inmate formation.

This section discussed the findings that were set to address the objective. In accordance with the results, the majority, 205/247 (83.00 %) of the respondents interviewed were enrolled for the Education program. The proportion of the respondents, who were enrolled for, attended the education programs and underwent formation, was 94.74% (36/38). There was a statistically significant relationship between Education program enrolment and formation of the respondents ($\chi^2=4.3866$, $p<0.036$) in other words, the educational programs significantly influenced inmate formation. 62.35% (154/247) of the respondents were involved in social programs. The proportion of the respondents enrolled for, attended the social programs and underwent formation was 84.21% (32/38). The results presented a statistically significant relationship between enrolment to social programs and inmate formation in other words, the social programs significantly influenced inmate formation ($\chi^2= 9.1436$, $p= <0.002$).

57.89% (143/247) of the respondents were enrolled for and attended the Psychological programs. The proportion of respondents who were enrolled for, attended the psychological programs and underwent formation was 84.21% (32/38). There was a statistically significant relationship between attendance of Psychological programs and formation of inmates ($\chi^2= 12.7583$, $p<0.000$). Therefore the psychological programs significantly influenced inmate formation.

A large proportion of respondents, 78.54% (194/247) enrolled for and attended the vocational programs. The proportion of these respondents that underwent formation was 94.74% (36/38) providing a statistically significant relationship between attendance of vocational programs and

inmate formation ($\chi^2 = 6.9884$, $p < 0.008$). Therefore the vocational programs enabled behavior change and eventual inmate formation.

A large proportion, 190/247 (76.92%) of respondents were enrolled for and attended a particular religious program for which they were affiliated. The proportion of the respondents that attended a respective religious program and underwent formation was 86.84% (33/38). There was no statistically significant relationship between enrolment to the theological programs and formation of inmates ($\chi^2 = 2.4891$, $p > 0.115$). As much as theological programs help point one to the right truck, the results revealed that they did not enable inmate formation significantly.

3/247 (1.21%) respondents indicated that they were enrolled for and attended the honor program. The proportion of respondents enrolled for, attended the programs and underwent formation was 0% (0/38) and consequently, there was no statistically significant relationship between enrolment to the honor programs and formation of inmates ($\chi^2 = 0.5522$, $p > 0.457$). The honor programs therefore did not enable inmate formation.

This implied an absence of the honor programs or that the programs were not definite and lacked leadership and support necessary to implement them.

CHAPTER FIVE: DISCUSSION

5.0 Introduction

This chapter discussed the results as presented in the previous chapter. The discussion was in accordance with the study objectives; to identify the rehabilitation programs in Luzira Prisons, to determine the proportion of inmate formation and to establish the relationship between the rehabilitation programs and inmate formation. It attempted to relate the results of the study to the researcher's observation, responses of the key informants and with what other researchers had concluded regarding the rehabilitation programs in prisons.

5.1 Identifying the rehabilitation programs offered

Imprisonment as old as humanity dated back to the years of Lord AD and so did its essence-punishment. However, it was transformed towards rehabilitation in subsequent years. In the late 18th century, punishment was integrated with rehabilitation with the aim of reforming inmates' character and preventing reoffending subsequently, disciplining not only the body but the soul too as advanced by Michel Foucault (Owen, 2010).

Haney (2001) observed that governments had abruptly abandoned the goal of rehabilitation which decreased the critical need and availability of meaningful rehabilitation programs for prisoners including social and mental health services which consequently contributed to high rates of reoffending and incarceration thereby influencing inmate formation.

However, in 2000, Uganda witnessed a critical change in the system in favor of rehabilitation of inmates with the integration of incarceration and rehabilitation through various interventions with intent to reform the inmates (UPS, 2012).

In accordance with objective one, the study set out to identify the rehabilitation programs offered to the inmates in Luzira prisons. The results revealed that rehabilitation programs were in existence and were offered to the inmates in the prisons. The programs offered included educational programs (UCE, UACE, FAL, Book club and Library use). The programs were intended to improve inmates' literacy levels. Indicators such as time tables, book shelves, donated text books, routine collection of these study materials and presence of instructors that included fellow inmates who doubled as teachers confirmed the existence of these programs. Key informants' agreed that the education programs existed and inmates were enrolled to and attended these programs. It was reported educational programs produced the highest percentage of rehabilitated inmates.

In agreement with SOC (2010) Vocational programs were provided with intent to provide transferable and recognized skills in order to increase prospects of employment and self sustenance on release. The vocational programs included but were not limited to mat shop (handcrafts), carpentry, welding, T-shirt printing, soap making, charcoal briquette making, tailoring, building and construction and farm-work. However, the inmates in contempt revealed that farm work was more of a punitive program than rehabilitative whenever one was reported indiscipline. It comprised of long hours of digging, late meals and sometimes no meals at all.

Nonetheless, there were a few respondents that appreciated this partly because they had developed a skill and looked forward to applying the skills when released. *"It is hard but I had never dug in my life. My experience on this program was good I learnt how to dig and I can't wait to go home and grow tomatoes and other food crops for my mother"* (One of the female inmates).

In agreement with Tihar (1999), Psychological (Mental health services, counseling and guidance) were provided to the inmates. These addressed their emotional and mental struggles and enabled inmates to adjust to the institution and mainstream society which informed their formation towards self management and empowered inmates to overcome stigma related to the inmate status.

Theological/religious programs included spiritual meditation, fellowships, prayer days and access to religious literature. Clergy provided inmates with spiritual guidance on a daily basis in respect to the religion to aid behavior change this was in agreement with TPFRL (2010).The programs were provided by the government and religious based organization affiliated to the particular religions. Some organizations such as Franciscan family provided medical supplies as part of the religious programs to improve the health of inmates and motivate them to achieve the goal of rehabilitation-behavior change. These programs informed rehabilitation, behavior change and formation of inmates through all inclusive spiritual teachings. However, the results reported an insignificant relationship between the theological/religious programs and inmate formation which was contrary to Johnson et al (1997) who observed that inmates who displayed commitment and attitude underwent formation compared to the inmates that did not attend these activities on these programs. Theological/religious programs provided a social link that helped the inmates' institutional adjustment and eventual release thereby informing the direction of inmate formation (reoffending or reintegration).

Social programs (visitations, reentry preparations, sports, Music dance and drama) were provided with intent to enable inmates adjust to the institutions and mainstream society on release, develop the social skills of the inmates and prepare them for the eventual release in to mainstream society in terms of living in harmony with others as law abiding citizens. This

adjustment was made possible through the social link between inmates and the outside world such that those that had the link underwent formation (UNAFRI, 1994). The importance of this link was confirmed in a study by Visser et al (2010), in which 79% inmates reported thinking it was easy to get by in the larger mainstream society after release especially after enrolling on to the different rehabilitation programs.

Honor programs were reported to be in existence however, they accounted for only 1% of inmate formation and did not yield a significant relation with inmate formation which implied that they were nonexistent or that the programs were not definite and lacked leadership and staff support to effect the programs.

The results were in agreement with Berge (2008) and Owen (2010) who reported that a variety of programs were offered by various stakeholders that included government, society and religious organizations. In Uganda however, societal participation to this effect was still too low compared to other countries like India-the Tihar prisons and the societal programs.

The rehabilitation programs were enrolled for and the Key informants reported criteria used to place the inmates on the different program which was in agreement with what Owen (2010). Majority of the respondents reported that responsiveness and need were used to form the basis for which inmates were enrolled to the various programs though the enrollment to the rehabilitation programs was mandatory which was contrary to what McCormick (1989); observed the importance of exercising inmates' real autonomy in this process to inform inmate formation. The success of rehabilitation treatment or programs for that matter was therefore dependent on three principles; risk, needs and responsiveness (Owen, 2010) and the opportunity for the inmates to exercise real autonomy in the decision making process regarding the enrolment to the rehabilitation programs which greatly informed inmate formation.

5.2 Determining the proportion of inmate formation

The study results reported that the proportion of inmate formation was 15.38% (38/237). Inmates that had undergone formation (15.38%) reported that they had gained skills, change in thought pattern and changed behavior; which included leadership and responsibility, anger management, less abusive and aggressive behavior.

The study defined rehabilitation as the process of re-enabling or making fit again. In this context it meant the process of getting prisoners/inmates to adjust to the institutions and ready to rejoin society through change in behavior; as useful, law-abiding and responsible members of the wider community. Rehabilitation entailed change in behavior and gaining skills. As long as the inmate did not repeat the behavior that was the cause of the incarceration in the first place whereas formation entailed a process that was both internal and external beyond the display of gained skills and behavior conditioned to the reward of release. It entailed gaining skill, change in thought patterns and change in behavior. Furthermore, inmates showed remorse and responsibility for one's actions and the willingness to completely relinquish criminal behavior. Visher et al (2010) stated that inmates who had not undergone formation towards reintegration or self management stood a higher risk of getting rearrested and to confirm this, the researcher observed one of the inmates who behaved hysterically because they wanted to be transferred to a prison in their home area. The inmate displayed suicidal tendencies through verbal utterances and a demeanor of one mentally challenged and traumatized by their prison experiences especially because they were in a prison miles away from their home land. Key informant responses revealed that inmates got rehabilitated within a span of 2 months–5 years however, formation was a complex process that was individualistic-dependent on one's choice and that it was on going and started from within and later displayed in behavior consistently over time. The

inmate respondents that had spent a longer time in prison however, were less likely to get rehabilitated and undergo formation as confirmed by inmates' responses- "*...sentencing us to so many years in prison doesn't help me change to become a better person because the longer you are here, you learn many bad things and there is no reason to change since everyone knows that you are bad. It makes us worse we fail to see our mistakes. Reasonable years like 15 for offences worth it should be given so we change and become meaningful citizens of society...*"

Key informants shared experiences of inmates that got worse after they had attended rehabilitation programs. In agreement with Drago et al (2008) who observed that harsh conditions increased the propensity to re-offend; As a result of the prison environment, majority of the reported cases included reoffending, aggressive and abusive behavior, others lost hope and became mentally ill necessitating psychiatric monitoring and failed management of self and emotions.

5.3 Establishing the relationship between the Rehabilitation programs and inmate formation

Objective 3 set out to establish the relationship between rehabilitation programs and inmate formation and accordance with the objective, it was reported that inmate formation resulted from rehabilitation programs. The results revealed that there was a significant relationship between the educational, social, psychological, and vocational programs. However, an insignificant relationship between theological and honor programs was obtained. The training involved inmate leaders with prior qualifications and experience, the civilian and uniformed staff employed by the government, volunteers from different organizations such as African Prisons Project as instructors, counselors and teachers that enabled the inmates develop skills and undergo formation. The rehabilitation programs lacked trainers as seen (observed) in the number of staff

trainers who instructed and at the same time, were figures of the law. However, this collective effort strengthened the social link between the inmates and the outside world which informed inmate formation.

Although there was a small proportion of inmate formation as a result of rehabilitation programs, the literacy levels were found to be related to inmate formation such that the inmates with higher literacy ability were more likely to undergo formation (Hendricks et al, 2012) which was in agreement with the study's results that revealed the proportion of inmate formation of the inmates enrolled to the educational programs. The key informants reported that vocational (carpentry in particular) and education programs produced majority of the inmates who underwent formation. This suggested that knowledge and increased literacy exposed and increased inmates' awareness of his environment, what was expected of him/her and what they were to expect in return. The criterion used to place inmates on to the different programs was based on responsivity and need but it was mandatory as indicated by majority of the inmates. The inmates were engaged in one or more programs however, consent and free will were a critical aspect if the inmates were to own up the responsibility to make informed choices towards their formation.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATION

6.0 Introduction

The chapter highlighted the conclusions in accordance with the study objectives. The conclusions were derived from the study's major findings. The researcher discussed the recommendations that emerged from the study in line with the study objectives and suggested areas for further investigation.

6.1 Conclusions

6.1.1 Identify the rehabilitation programs offered

The rehabilitation programs offered included education, social and psychological, vocational, honor programs and theological programs. The programs were evaluated as important although some were more punitive than others. The inmates were enrolled for these programs on a rather more mandatory basis following a criterion that applied need, risk and responsivity. However, the lack of voluntary will to choose the program to enroll for affected the inmates' process of rehabilitation and therefore formation. As long as inmates were empowered in this regard, they were able to take responsibility for their rehabilitation and therefore their formation since they were involved in the decision making that defined their life. It was safe to conclude that the rehabilitation programs were effective but not sufficient enough on their own to effect formation of inmates.

6.1.2 Determine the proportion of inmate formation

The study concluded that formation was a complex, multi dimensional and personal matter and process driven by several interlinked aspects (behavior of the staff, penal system, inmate attitude and choice, prison environment and experiences).

6.1.3 Establish the relationship between rehabilitation programs and inmate formation

The study concluded that inmate formation resulted from rehabilitation programs. The educational, social, Psychological and vocational programs strongly informed inmate formation.

6.2 Recommendations

6.2.1 Identify the rehabilitation programs offered

Improve resourcing of programs to improve the quality of the rehabilitation programs.

Inmates should be allowed autonomy to choose which programs they desired to enroll to as it motivated the inmates to make informed choices regarding the enrolment to the programs and responsibility for their formation simply because they were in charge of their life.

The rehabilitation programs were to be maintained by the stakeholders however, more resources needed to be invested in the psychological programs such as meditation, counseling and therapy to address the attitudes of inmates which were critical for inmate formation.

6.2.3 Determine the proportion of inmate formation

- Stakeholders should invest in the improvement of the environment to motivate and inform inmate formation.
- A multi dimensional approach involving leadership and systems thinking was needed to enable the stakeholders to achieve the goal of rehabilitation and eventually, inmate formation.

6.2.4 Establish the relationship between rehabilitation programs and inmate formation

Stakeholders should maintain but also invest in the implementation of the reconciliation program.

The study recommended the necessity for the Uganda prisons service to maintain the open door policy to strengthen the social link between the inmates and the rest of the world.

The study recommended that the social link between the inmates and mainstream society be strengthened through widening catchment areas within the social programs which included conjugal rights that would enable the inmates strengthen the relational bond with their spouses, letter writing to improve communication with family, more avenues for society to get involved in the rehabilitation and formation of inmates.

The study recommended the necessity and urgency for timely provision of necessary resources for the programs to run smoothly.

The rehabilitation programs needed to be more inmate and result oriented-not only meant to keep inmates busy and less redundant or punitive-which enabled them to self sustain for example linking them with jobs, ensuring means of continuation of education such University education for those that wish to continue and those that have merited for sponsorship based education but were still serving their sentences-scholarship schemes to further their education are in order.

It was necessary to increase the trainers especially the civilian staff. This not only served to reduce the rates of stress and burnout on the staff and inmate instructors but strengthened the social link.

Accord inmates' right and opportunity to exercise real autonomy and initiative in choice of program to enroll for and to grow as human beings instead of having the enrolment process paternalistic (mandatory).

The screening process was to be maintained so that inmates were continuously monitored for any adversity in health, physical and mental capabilities.

6.3 Areas of further study

The study suggested the following areas for further study;

- Effectiveness of the Dog Programs in Rehabilitation of Prisoners in Uganda.
- The role of re-entry in formation of inmates
- Imprisonment and Disability

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APPENDIX